

St Edward's Catholic Junior School Special Educational Needs (Information) Regulation Annual Report

1. SEND Provision at St. Edward's

Any child aged 7-11 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(Special educational needs and disability code of practice: 0 to 25 years, June 2014)

Children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

There are four main area of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

Some pupils may have needs that fall into more than one category.

The school's Accessibility scheme can be found here:

<http://stedwards.greenschoolsonline.co.uk/Policies/>

2. SEND Policy at St. Edward's

St Edward's Catholic Junior School's SEN policy (including pupils who do and do not have an EHC Plan) aims to:

- identify and assess pupils with SEND
- assess and review the progress of pupils with SEND
- evaluate the effectiveness of its provision for pupils with SEND (the graduated response)

<http://stedwards.greenschoolsonline.co.uk/Policies/>

3. Roles and Responsibilities at St. Edward's

Reviewed and updated 03/04/20

The person responsible for the co-ordination of the school's SEN provision is Mrs Alison Weaver, the Special Educational Needs and Disability Co-ordinator (SENDCo).

Responsibilities

It is the responsibility of the class teacher:

- to identify a child with special educational needs and inform the SENDCo
- to draw up and review termly SEN Support Plan when necessary, in conjunction with the SENDCo, parents and/or external agencies as appropriate, to help the child access the full curriculum
- to discuss the child's needs and school interventions with the parents and the child
- to keep records and evidence of the child's progress
- to use Teaching Assistant (TA) time, where possible, to support a child 1 to 1, or as part of a group, within or out of the classroom.

It is the responsibility of the TAs:

- to support the teacher in delivering the actions outlined on the SEN Support Plan
- to keep a record of the work they do with a pupil
- to keep the class teacher informed of progress or problems.

It is the responsibility of the SEND Co-ordinator:

- to complete the National Award for Special Educational Needs Co-ordination
- to oversee the day-to-day operation of the school's SEN policy
- to coordinate provision for children with special educational needs
- to liaise with and advise fellow teachers
- to manage special TAs
- to oversee the records of all children with special educational needs
- to liaise with parents of children with special educational needs
- to contribute to the in-service training of staff
- to advise the Governing body through regular meetings with the SEND Governor
- to liaise with external agencies including the LEA's support, health and social services, and voluntary bodies to ensure that the school complies with the Code of Practice Guidance.

It is the responsibility of the Governing Body:

- to ensure that the school has a nominated Governor who monitors the implementation of this policy and commits to regular meetings with the SEND Co-ordinator
- to consult with the LEA
- to monitor the school's observance of inclusion and the Disability Discrimination Act
- to discuss SEND matters at full Governors' meetings
- to ensure that the parents are kept informed
- to report the pupil's profile to parents annually about SEND
- to review policy arrangements.

4. St Edward's Catholic Junior School's approach to teaching

St Edward's Catholic Junior School's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) :

- adapting the curriculum and learning environment

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- provide additional support for learning
- plan activities that are available to pupils with SEND in addition to those available through the curriculum
- improve the emotional and social development of pupils with SEND.

This school supports the principles of the Special Educational Needs and Disability Code of Practice, 0 to 25 years (June 2014) and the Equality Act 2010.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Pupils with SEND engage in the activities of the school together with pupils who do not have SEND. Children are withdrawn from class when specific programmes are being used with individuals or groups of children that are more effective in a quieter or different setting. Reasonable adjustments are made as necessary to involve inclusion in school activities including extra-curricular activities, clubs and school journeys.

St Edward's aims to modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work. We follow three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school recognises that parents have a vital role to play in supporting their child's education, and that the views of the child should be taken into account. Responsibility for ensuring that a child's special educational needs are met is shared by teachers, all of whom are teachers of SEN, governors, parents and the children themselves.

5. St. Edward's facilities

The school's facilities to include pupils with SEND and procedure to obtain new or specialist equipment and facilities is:

Children with Disabilities

Teachers modify teaching and learning as appropriate for children with disabilities. For example they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for children with disabilities:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- utilises hearing loops and microphones for those with hearing impairments
- includes approaches that allow hearing impaired children to learn about sound in science and to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities

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- advice is sought from specialist teachers when appropriate.

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum's assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through the provision of additional learning resources and through greater differentiation of the child's work. When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We will ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Adjustments to the Environment and Facilities

We have:

- A disabled toilet
- Double opening doors into each area
- Ramp access where necessary
- Allocated disabled parking space
- Soundfield systems in some classes
- Microphones for cochlear implants
- Special pens/pencils (occupational therapist's recommendations)
- Sloping boards
- Wobble cushions
- Alpha smarts
- Net books
- Pencil grips
- Special gripped-rulers
- Individual resource packs
- Smaller group-teaching classrooms

6. St. Edward's training

St Edwards Catholic Junior school's arrangement for training staff in relation to pupils with SEND is:

- *Reading, writing, maths interventions*
- *Physical/motor co-ordination training e.g. Rainbow Road*
- *Phonics*

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- *Team Teach Training*
- *Qualified Youth Mental Health First Aiders*
- *Nurture Group Network training*
- *Emotional Literacy Support Assistant training*
- *NASENCo*
- *Specialist Teaching Service Hearing Impairment training*
- *Specialist Teaching Service ASD training*
- *Specialist Teaching Service Language Disorder training*

Specialist expertise is obtained by St Edwards Catholic Junior school by:

- Seeking advice from external agencies as required, including: Educational Psychologist, Specialist Teaching Services, Speech and Language Therapy, Occupational Therapy, Pupil Referral Unit, Community Paediatrics, School Nurse, Child and Adolescent Mental Health, Nurture Group Intervention practitioners, Emotional Literacy Support Assistant, School Counsellor, etc.

7. St. Edward's consultation

St Edwards Catholic Junior school's arrangements to consult will involve:

- parents/carers of pupils with SEND about the education of their child/ young person
- children/ young people about their education

The Role of the Parent

We offer a 'Family Centred System' where parents/carers and children are actively involved in the process.

The participation of the parent, to support the work that we do in school, is highly valued and parents are encouraged to contact their child's class teacher to keep the school informed and up-to-date about their child's needs. Appointments can also be made to speak to the SENDCo by contacting the school office.

Additional to the school's usual form of reporting to parents, parents of children with SEND have three opportunities per academic year to discuss the progress made and future provision that their child will receive.

SENDIAS provides impartial information, advice and support to parents/carers of children with special educational needs.

When a pupil has a 'SEN support Plan', School, Parents, Child and Agencies, as appropriate, will be involved in the whole process.

One or all of the following will be included in the plan:

- Parents will be asked to provide information regarding concerns, family history, including medical needs, aspirations, education and health
- The pupil will draw up an information sheet about themselves, with support if necessary.
- Targets will be drawn up and reviewed three times a year

8. St. Edward's partnership

St Edwards Catholic Junior school's governing body involve other bodies (including health, social care, BCC support services, voluntary and community groups) to meet the needs of pupils with SEND. When external agencies are involved, their involvement may take a number of forms, e.g.:

- *Consultation with SENDCo/Class Teacher*
- *Consultation with parents*
- *Advice*
- *Observation and feedback*
- *Work with/assessment of the pupil*
- *Resources*
- *Attend planning and review meetings.*

9. Transitions

St Edwards Catholic Junior school's arrangements for pupils with SEND transferring between other education providers are:

Year 2/3 Transition

St Edward's Catholic Junior School has very good links with St Joseph's Catholic Infant which provides most of our intake.

A smooth transition for children SEN is enhanced by the following procedures:

- Liaison between the SENDCo's from both schools in the summer term prior to the transition.
- Liaison between Year 2 and Year 3 class teachers.
- Discussion/meeting with parents/class teacher/SENDCo as required.
- A transition programme which can involve some or all of the following: extra visits to St Edward's, meeting the new teacher or/and support staff that will be working with a pupil, photographs of the school environment/staff.

If a pupil with SEND is joining us from a school other than St Joseph's every attempt will be made to include as much of the transition programme as possible as outlined above.

Year 6/7 Transition

This involves liaison with a number of Secondary Schools. The SENDCo at St Edward's aims to:

- contact by phone the SENDCo at each school to inform them of the difficulties and needs of the all pupils with SEND
- send all relevant paper work to the SENDCo of the relevant secondary school, including reports and SEN Support Plans/EHC Plans/Statements
- meet with the SENDCo/Head of Year if necessary
- have year 6 class Teachers meet with a teacher representative from the receiving school
- carry out a Transition Programme during Year 6 with focus children, if required

Links with other services

St Edward's Catholic Junior School is keen to work closely with other services that are involved with our children, including: child health services, social services, education welfare services and voluntary organisations.

10. SEND communication at St. Edward's

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St Edwards Catholic Junior school communicates the contact details for the support listed above to pupils with SEND and their families by:

- *website*
- *1:1 discussions*
- *Parents' evenings*
- *Planning and Review meetings*
- *Bucks Family Information Service Website*

11. St. Edward's contacts

The name and contact details of the school's SEN co-ordinator?

Name: Alison Weaver

Email: office@stedwards.bucks.sch.uk

Tel: 01296 424544

The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Joanna Heritage

Email: office@stedwards.bucks.sch.uk

Tel: 01296 424544

The school's Complaints policy can be found here:

<http://stedwards.greenschoolsonline.co.uk/Policies/>

St Edward's Catholic Junior school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

Special arrangements in relation to COVID-19.

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

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Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking regular check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes into account the needs of the pupils in their classes and some is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the Year group emails are open to enable communication between staff and parents. The Learning Support Mentor is available to speak to via telephone in school. The SENCO can be reached at senco@stedwards.bucks.sch.uk

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our infant and secondary colleagues to ensure that the information needed is shared. As the summer term progresses we will begin to send out transition style material that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time have been uploaded on to the school website in the well-being section. These will continue to be updated as time passes.

External agencies will only become involved if necessary following the usual graduated response process detailed above.